

## INDIVIDUAL POSITION STANDARD AND GUIDE

---

The following individual position standard and guide includes these components:

- ◆ Minimum Qualifications Standards
- ◆ Employee Development Training
- ◆ Competency Descriptors: Common Competencies, and Position Competencies
- ◆ Key Performance Elements

The “**Minimum Qualifications Standards**” are used in a variety of ways.

- ◆ For identifying minimum qualifications on vacancy announcements
- ◆ For recruitment crediting plans
- ◆ For identifying OPM series standard requirements
- ◆ For determining minimum grade levels
- ◆ For identifying any specialized experience requirements
- ◆ For identifying NWCG Incident Management Qualifications requirements
- ◆ For identifying “additional required training” for a position, beyond that required for NWCG Incident Management Qualifications
- ◆ As guides for employees when constructing Employee Development Plans for future positions

“Additional Required Training” identifies training that is required prior to being considered qualified for a position. It cannot be challenged. An agency equivalent course may be used as a substitute when that course meets or exceeds a required course’s learning and performance objectives.

“Employee Development Training” identifies training that assists an employee in meeting position competencies, in addition to training that is required. It is recognized that training is not the only way of obtaining competencies, but the identified courses do provide many, though not necessarily all, of the knowledge and skills needed to meet position competencies.

The “Common Competency Descriptors for All Positions” is intended to supplement each position “Competency Descriptor.” They are competencies needed for most positions. Employees obtain these “Common Competencies” through personal education and experiences, through agency orientation and mission renewal programs, and through interaction with peers, teams, and supervisors.

These “Competency Descriptors/Common Competency Descriptors” are used in a variety of ways.

- ◆ Constructing Employee Development Plans
- ◆ Developing Recruitment Crediting Plans
- ◆ Evaluating employee performance

The “Standard Key Performance Elements” are to be used to evaluate employee performance, in conjunction with “Competency Descriptors.” These “Performance Elements” are defined as a mission-based outcome or end product that is essential to overall success of the position. Not surprisingly, these “Performance Elements” are derived from the major elements of the “Competency Descriptors.”



## MINIMUM QUALIFICATIONS STANDARDS

---

The following “Minimum Qualifications Standards” are established, meeting the direction outlined in the Implementation Action Plan Report of the 1995 Federal Fire Policy Review. Action Items # 27, 62 and 63 from that Action Plan specifically direct the establishment and utilization of these standards by federal wildland fire management agencies.

- Applicants must meet the appropriate Office of Personnel Management (OPM) qualification standards AND the Interagency Fire Program Management (IFPM) standards before being placed in a key fire management position.
- Applicants must attain all identified competencies within three years of being placed into the position. Until competencies are met, employees must be supervised by employees who meet the qualification standards above and all identified competencies.
- To meet these minimum standards, all identified “Minimum Qualifications Standards” components (“OPM Standard Requirements,” “Specialized Experiences,” “Additional Required Training” and “NWCG Incident Management Qualifications”) must be met.
- These “Minimum Qualification Standards” must be used when recruiting for vacant positions. “Specialized Experience,” “Required Training,” and “NWCG Incident Management Qualifications” requirements are assumed to be cumulative as complexity increases within a position. For example, requirements for a high complexity unit fire program manager include the requirements for moderate and low complexity unit fire program managers.
- Where NWCG Incident Management Qualifications are shown, they relate to minimum incident management skills required to manage the local program on the unit. The assumption is made that if higher incident management skills are needed to manage an incident, they would be ordered through the standard resource ordering process.
- Differing complexity levels are identified for the Wildland Fire Operations Specialist, Prescribed Fire & Fuels Specialist, Prevention & Education Specialists, and Dispatcher series positions. There is a transition level identified, from technician to professional, for these positions.
- “Employee Development Training” identifies training that assists an employee in meeting position competencies, in addition to training that is required. It is recognized that training is not the only way of obtaining competencies, but the identified courses do provide many, though not necessarily all, of the knowledge and skills needed to meet position competencies.
- Each Minimum Qualification Standard is identified by the fire organizational title. The formal classification title will be based on the appropriate job series.



# MINIMUM QUALIFICATION STANDARDS

---

## PREVENTION AND MITIGATION SPECIALIST

### Low Complexity

#### OPM Standard Requirements - GS-455/462 Technician Series

One year of specialized experience equivalent to the next lower grade level. Graduate education may be substituted for specialized experience only when it is directly related to the work of the position. Further information can be obtained from OPM's Qualification Standards Operating Manual, specifically, OPM's Group Coverage Qualification Standard for Technical and Medical Support Positions and the Individual occupational requirements for either the 455 or 462 series. OPM's Qualification Standards Operating Manual is posted at <http://www.opm.gov/qualifications/>

#### Recommended minimum grade level GS-7

##### Specialized Experience -

Applicants must have a minimum of one year of creditable specialized wildland fire management experience equivalent to the next lower grade level.

Specialized experience is that experience which has provided the applicant with the particular knowledge, skills, and abilities necessary to successfully function in the wildland fire management position applied for. Possession of the particular knowledge, skills, and abilities can be evidenced by:

- participating in implementing prescribed fire or fire use plans to ensure resource objectives can be met from a fire management standpoint.
- developing initial attack incident management strategies and tactics to meet the stated resource objectives.

**NWCG Incident Management Qualifications - Currency Not Required**

**Command:** Incident Commander, Type 5 (ICT5)

**AND**

**Operations:** Firefighter, Type 1 (FFT1)

**AND**

**Prescribed Fire:** ----

**Additional required training as presented in the following courses, or agency equivalent:**

- None

## **EMPLOYEE DEVELOPMENT TRAINING**

---

### **PREVENTION & MITIGATION SPECIALIST - LOW COMPLEXITY**

**Employee should receive the following developmental training, (or agency equivalent) to fully achieve competencies:**

- M-410 “Facilitative Instructor”
- P-101 “Introduction to Fire Prevention”
- P-110 “Inspecting Fire Prone Property”
- P-130 “Wildland Fire Cause Determination for First Responders”
- P-301 “Wildland Fire Prevention Planning”
- RX-310 (formerly RX-340) “Introduction to Fire Effects”
- S-203 “Introduction to Incident Information”
- Communications skills training
- Fire Permitting Process





# MINIMUM QUALIFICATION STANDARDS

---

## PREVENTION AND MITIGATION SPECIALIST

### Moderate Complexity

This position can be established at either the professional or technical level, depending upon the competency of the position which in turn will determine whether professional or technical knowledge is required. This, in turn, depends upon the structure which the position is established. If the position is established at the technical level, any professional duties would be handled by a separate, usually higher graded, professional position.

### OPM Standard Requirements - GS-455/462 Technician Series

One year of specialized experience equivalent to the next lower grade level. Graduate education may be substituted for specialized experience only when it is directly related to the work of the position. Further information can be obtained from OPM's Qualification Standards Operating Manual, specifically, OPM's Group Coverage Qualification Standard for Technical and Medical Support Positions and the Individual occupational requirements for either the 455 or 462 series. OPM's Qualification Standards Operating Manual is posted at <http://www.opm.gov/qualifications/>

### OPM Standard Requirements - GS-401 Professional Series

Bachelor's degree in biological sciences, agriculture, natural resource management, or a related discipline appropriate to the position being filled; OR a combination of education and experience as defined in the Supplemental Qualification Standard for the GS-0401 Fire Management Specialist. Additional information can be obtained from OPM's Qualification Standards Operating Manual, Group Coverage Qualification Standard for Professional and Scientific Positions and the Individual occupational requirements for the 401 series. The Supplemental Qualification Standard for the GS-0401 Fire Management Specialist and assistance in interpreting the standard are posted at [http://www.nifc.gov/training\\_qual/IFPM/ifpm.htm](http://www.nifc.gov/training_qual/IFPM/ifpm.htm) OPM's Qualification Standards Operating Manual is posted at <http://www.opm.gov/qualifications/>

### Recommended minimum grade level GS-9

**Specialized Experience -** Applicants must have a minimum of one year of creditable specialized wildland fire management experience equivalent to the next lower grade level.

Specialized experience is that experience which has provided the applicant with the particular knowledge, skills, and abilities

necessary to successfully function in the wildland fire management position applied for. Possession of the particular knowledge, skills, and abilities can be evidenced by:

1. Experience that demonstrated understanding of fire effects on cultural and natural resources. The assignments must have shown participation in activities such as:
  - developing fire management plans to ensure plan objectives can be met from a fire management standpoint.
  - conducting field inspections before and/or after prescribed fires or wildland fires to determine if objectives have been met.
2. Prescribed fire/fuels management - experience in activities such as:
  - inventory methods and procedures
  - fuel treatment methods and programming
  - evaluating prescribed fire plans or fire management plans to ensure containment is possible and identify contingencies if containment is not obtained.
3. Fire management operations - analyzing and applying fire management strategies, plus experience in at least four of the following activities:
  - mobilization and dispatch coordination
  - fire prevention
  - training
  - logistics
  - equipment development and deployment
  - fire communication systems
  - suppression and preparedness

**NWCG Incident Management Qualifications - Currency Not Required**

**Command:** Incident Commander, Type 5 (ICT5)

**AND**

**Operations:** Firefighter, Type 1 (FFT1)

**AND**

**Prescribed Fire:** ----

**Additional required training as presented in the following courses, or agency equivalent:**

- P-301 “Wildland Fire Prevention Planning”

## **EMPLOYEE DEVELOPMENT TRAINING**

---

### **PREVENTION AND MITIGATION SPECIALIST - MODERATE COMPLEXITY**

**Employee should receive the following developmental training, (or agency equivalent) to fully achieve competencies:**

- M-410 “Facilitative Instructor”
- P-101 “Introduction to Fire Prevention”
- P-110 “Inspecting Fire Prone Property”
- P-130 “Wildland Fire Cause Determination for First Responders”
- FI-210 (formerly P-151) “Wildfire Origin and Cause Determination”
- RX-310 (formerly RX-340) “Introduction to Fire Effects”
- S-203 “Introduction to Incident Information”
- 40-Hour Supervisory Training
- Communication skills training
- Fire Permitting Process
- “Managing Fire Prevention Programs”



# MINIMUM QUALIFICATION STANDARDS

---

## PREVENTION AND MITIGATION SPECIALIST

### High Complexity

#### OPM Standard Requirements - GS-401

Bachelor's degree in biological sciences, agriculture, natural resource management, or a related discipline appropriate to the position being filled; OR a combination of education and experience as defined in the Supplemental Qualification Standard for the GS-0401 Fire Management Specialist. Additional information can be obtained from OPM's Qualification Standards Operating Manual, Group Coverage Qualification Standard for Professional and Scientific Positions and the Individual occupational requirements for the 401 series. The Supplemental Qualification Standard for the GS-0401 Fire Management Specialist and assistance in interpreting the standard are posted at [http://www.nifc.gov/training\\_qual/IFPM/ifpm.htm](http://www.nifc.gov/training_qual/IFPM/ifpm.htm) OPM's Qualification Standards Operating Manual is posted at <http://www.opm.gov/qualifications/>

#### Recommended minimum grade level GS-11

##### Specialized Experience -

Applicants must have a minimum of one year of creditable specialized wildland fire management experience equivalent to the next lower grade level.

Specialized experience is that experience which has provided the applicant with the particular knowledge, skills, and abilities necessary to successfully function in the wildland fire management position applied for. Possession of the particular knowledge, skills, and abilities can be evidenced by:

- reviewing and evaluating fire management plans for ecological soundness and technical adequacy.
- conducting field inspections before and after prescribed or wildland fires to determine if objectives were achieved and/or evaluate the effectiveness of actions taken.
- developing analyses on the ecological role of fire and its use and/or exclusion, and smoke management.

In addition to fire program management, appropriate experience must have included either prescribed fire/fuels

management - OR - fire management operations as described below:

Prescribed fire/fuels management - experience in a broad range of activities such as:

- inventory methods and procedures
- fuel treatment methods and programming
- land use planning and environmental coordination
- evaluating prescribed burn plans or fire management plans to ensure containment is possible and identify contingencies if containment is not obtained.

Fire management operations - analyzing and applying fire management strategies, plus experience in at least five of the following activities:

- mobilization and dispatch coordination
- fire prevention and education
- training
- logistics
- equipment development and deployment
- fire communication systems
- suppression and preparedness
- aviation

**NWCG Incident Management Qualifications - Currency Not Required**

**Command:** Incident Commander, Type 5 (ICT5)

**AND**

**Operations:** Firefighter, Type 1 (FFT1)

**AND**

**Prescribed Fire:** ----

**Additional required training as presented in the following courses, or agency equivalent:**

- P-301 “Wildland Fire Prevention Planning”

## **EMPLOYEE DEVELOPMENT TRAINING**

---

### **PREVENTION AND MITIGATION SPECIALIST - HIGH COMPLEXITY**

**Employee should receive the following developmental training, (or agency equivalent) to fully achieve competencies:**

- M-410 “Facilitative Instructor”
- M-580 “Fire in Ecosystem Management”
- P-101 “Introduction to Fire Prevention”
- P-110 “Inspecting Fire Prone Property”
- FI-210 (formerly P-151) “Wildfire Origin and Cause Determination”
- RX-310 (formerly RX-340) “Introduction to Fire Effects”
- S-203 “Introduction to Incident Information
- S-580 “Advanced Fire Use Applications”/“National Parks and Wilderness Management”
- Communication skills training
- Fire Permitting Process
- Leadership and organizational skills training
- “Managing Fire Prevention Programs”
- “Wildland Fire Causes Determination For First Responders”





## COMPETENCY DESCRIPTORS

---

A “competency” is defined as a combination of knowledge, skills and abilities which, when acquired, allows a person to perform a task or function at a specifically defined level of proficiency.

A “common competency” is one that describes the knowledge, skills and abilities found in most or all key fire management positions identified in this Guide.

Competencies are described in terms of three “Expertise Levels” (working, journey, and expert). The appropriate level of expertise for that particular competency is indicated under the relevant level of complexity. Expertise level definitions and an example of expertise and complexity levels are included on the first page of each “Competency Descriptor.”

**NOTE:** The “working” level of expertise identified in the “Competency Descriptors” is defined as the minimum level of experience and/or training that it takes to produce work of acceptable quality and meet safety standards.

It is **not** intended that a prospective job applicant have all the defined competencies in their entirety when first selected for any position at any level (unless the hiring unit so chooses, and indicates same in a vacancy announcement). It **is** intended that the employee achieve all indicated competencies before being considered at a full-performance level. Timelines for achieving full-performance level standards should be specified in vacancy announcements and other personnel documents.

The Common Competency Descriptors are intended to supplement each position’s Competency Descriptor; the two should be used together. Employees obtain these common competencies through personal education and experiences, through agency orientation and mission renewal programs, and through interaction with peers, teams, and supervisors.

The “Competency Descriptors” may be used in a variety of ways:

- Constructing Employee Development Plans
- Developing Recruitment Crediting Plans, supplementing the “Minimum Qualification Standards”
- Evaluating employee performance, supplementing the “Standard Key Performance Elements”



# Common Competency Descriptors for Fire Prevention & Mitigation Specialist

---

## All Positions Descriptor

The following Common Competencies are needed across most positions and at the entry level of positions by every employee. Employees obtain these Common Competencies through personal education and experiences, through agency orientation and mission renewal programs, and through interaction with peers, teams, and supervisors. These competencies must be taken in context of a particular position for scope and complexity.

Core competencies (skill levels) that do not change due to program complexity do not reappear in the individual position descriptions. If program complexity changes the skill level required, then the competency will appear with the appropriate expertise level described, using such language as “comprehensive” or “expert.”

## EXPERTISE LEVELS DEFINITIONS

### WORKING - W

**Definition:** The minimum level of experience and/or training that it takes to produce work of acceptable quality.

### JOURNEY - J

**Definition:** Has sufficient experience to be considered a seasoned employee. Is skilled in performing the more difficult tasks related to the function. Has received advanced training in the function.

### EXPERT - E

**Definition:** Reflects the quality of experience and/or training needed to perform the most challenging aspects of the position.

## I. Mission Comprehension

### Description

This competency requires background and understanding of the agency enabling legislation and its ramifications, and additional responsibilities that have historically evolved.

### Outline

A. Describe the agency's historical background and mission evolution.

<u>Competencies</u>	Fire Prevention & Education Specialist
Knowledge of the agency's historical background and mission evolution.	W
Knowledge of enabling legislation and other acts affecting agency's mission.	W
Ability to describe the historical background of the agency.	W
Ability to explain the purpose of the agency.	W

B. Identify relevant agency mandates.

<u>Competencies</u>	Fire Prevention & Education Specialist
Knowledge of existing mandates and resolutions.	W

- C. Define the purpose of limits within the agency.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of social, political and fiscal limits within the agency.	<b>W</b>

## II. Agency Orientation

### Description

This competency requires a comprehension of the structure and organization of the agency's organizational levels; an understanding of the structure and organization of the Departments of Agriculture or Interior and its place in the federal government; and the development of an insight into an individual employee's role in the agency in particular, and in the federal government in general.

### Outline

- A. Describe the structure and organization of the Department of Agriculture or Interior.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of the basics of government structure and function.	<b>W</b>
Knowledge of the structure and function of the Department of the Interior or the Department of Agriculture.	<b>W</b>
Knowledge of applicable Code of Federal Regulations.	<b>W</b>
Ability to describe the relationship of the agency to the Department of the Interior or the Department of Agriculture.	<b>W</b>

## B. Describe the structure and the organization of the agency.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of how goals and strategies provide structured guidance towards accomplishing an agency's mission.	<b>NA</b>
Knowledge of agency organizational structures.	<b>W</b>
Ability to define how the agency relates on an interagency basis.	<b>W</b>

**III. Resource Stewardship**Description

This competency requires an understanding of the natural, cultural, and historical resources protected; the range in responsibilities in managing these resources in the context of fire management; the individual's role in resource stewardship; and the ability to work with partners outside the agency to promote resource stewardship.

Outline

## A. Describe federal stewardship of natural resources.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of federal legislation regarding resource management such as National Environmental Policy Act, Clean Air Act, Wilderness Act, Threatened and Endangered Species Act and the Natural Historical Preservation Act.	<b>J</b>
Knowledge of environmental, technical, social consequences of proposed decisions and actions.	<b>W</b>
Knowledge of public perceptions of the risks and the benefits of resource alternative strategies.	<b>J</b>
Knowledge of the role of scientific knowledge and advanced technologies.	<b>W</b>
Ability to learn current natural resources policy initiatives.	<b>W</b>

B. Identify resources protected by the agency and describe the responsibilities in managing these resources.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of natural, cultural, and historical resources managed by the agency.	<b>J</b>
Knowledge of ecosystem management and the ecological response to the presence or absence of fire.	<b>J</b>
Knowledge of the agency planning process and how it contributes to resource stewardship.	<b>J</b>
Ability to articulate the agency stewardship function.	<b>J</b>

C. Define the sustainable practices philosophy.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of agency multiple use acts.	<b>W</b>
Knowledge of related fields such as forestry, range, wildlife, botany, soils and water (hereafter referred to as resources).	<b>J</b>
Knowledge of how different resources contribute to sustainable practices.	<b>W</b>
Ability to describe how different resources interact.	<b>W</b>
Ability to define sustainability in the context of overall resource management.	<b>W</b>

## D. Define the employee's role in resource stewardship.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of agency's workforce resource priorities.	<b>W</b>
Ability to explain the individual's role in supporting the agency's stewardship function.	<b>J</b>
Ability to implement agency priorities within an individual's work assignments.	<b>J</b>

## E. Recognize the positive purposes of interagency partnerships.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of fire management partnership benefits.	<b>J</b>
Knowledge of cooperating agencies' missions, organizations, and operating procedures.	<b>J</b>
Knowledge of why the agency needs and interacts with partners to fulfill its resource stewardship role.	<b>J</b>
Ability to participate in interagency workshops and other project processes.	<b>J</b>
Ability to recognize the value of interagency fire management cooperation to meet fire management program goals.	<b>J</b>



#### IV. Fundamental Values

##### Description

This competency focuses on the employee's ability to exhibit positive attitudes and behaviors to accomplish an assigned job and to contribute to the overall health of the organization. These attitudes and behaviors include teamwork; ethical behavior towards people and the organization; support of cultural diversity, accessibility, and fairness issues in the workplace; and an attitude towards safe behavior for one's self and for others.

The safety competency identifies an understanding of the environmental and workplace hazards of the wildland fire environment. It focuses on the employee's ability to provide leadership and direction in recognition and the mitigation of these hazards, using all applicable laws, policies and guidelines. Utilizing this approach, a passion for safety will be instilled with zero tolerance for unsafe acts. All employees will be personally accountable for safety.

##### Outline

A. Supervise and develop employees.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of personnel hiring, pay, discipline, and termination procedures.	<b>W</b>
Knowledge of methods and techniques of personal motivation, organization, supervision, and evaluation in order to emphasize accountability.	<b>J</b>
Knowledge of the processes and sources of training.	<b>J</b>
Skill in carrying out proper fiscal and accountable actions.	<b>J</b>
Skill in practicing the commonly accepted individual values of performance, commitment, interdependence, authority, responsibility, accountability, choice, risk management, and excellence.	<b>J</b>
Skill in applying the accepted principles of delegation.	<b>J</b>
Ability to conduct oneself in an ethical manner.	<b>J</b>

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Ability to apply sound personnel management skills to include supervision, coaching, training, motivation, and evaluation.	<b>W</b>
Ability to transmit high performance expectations and to follow up on personnel accomplishments.	<b>J</b>
Ability to impart self-confidence and empowerment.	<b>J</b>
Ability to initiate recommendations for change.	<b>J</b>
Ability to assess personal attitudes towards others and one's employer.	<b>J</b>
Ability to develop new insights into situations in order to improve the situation, increase efficiencies, or to mitigate safety problems.	<b>J</b>
Ability to create effective standards and operating procedures for personnel safety.	<b>W</b>

B. Implement safe workplace practices.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of agency laws, policies, and guidelines such as NWCG's Standard Firefighting Orders and Watch Out Situations.	<b>W</b>
Knowledge of wildland fire hazards.	<b>W</b>
Knowledge of wildland fire safety practices and procedures.	<b>W</b>
Knowledge of hazard and risk analysis requirements for such areas as human factors, fuels, weather, topography, aviation, mechanized equipment, and hazardous materials.	<b>J</b>
Knowledge of basic first aid procedures.	<b>W</b>
Skill in using educational and certification processes to impart a passion for safety.	<b>J</b>
Skill in applying basic first aid procedures.	<b>W</b>

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Skill in using safety related education programs with the focus on training and performance certification.	<b>W</b>
Ability to recognize and correct unsafe practices and conditions.	<b>W</b>

C. Identify workplace accessibility issues.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of Americans with Disabilities Act requirements.	<b>W</b>
Ability to make reasonable accommodation for disabled persons.	<b>W</b>

D. Describe the guiding principles of time management.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge as to how time management affects one's personal well being and stress level.	<b>W</b>
Knowledge of the impact of internal and external influences on available time and time choices.	<b>W</b>
Ability to understand how individual factors of values, priorities, and goals affect time choices.	<b>W</b>
Ability to define the difference between internal and external prime time.	<b>W</b>
Ability to develop an effective time management strategy.	<b>J</b>
Ability to monitor time spent and make adjustments as needed.	<b>J</b>

E. Describe the agency's management culture.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of the agency's values and philosophy.	<b>W</b>
Knowledge of external influences on the agency's mission, budget, and operational procedures.	<b>W</b>
Ability to define those elements of the management culture that have an effect on meeting one's job performance requirements.	<b>J</b>

F. Implement cultural diversity, equal opportunity and civil rights policies.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of appropriate act requirements to include the Equal Opportunity Act, Civil Rights Act, Age Discrimination in Employment Act, Rehabilitation Act, 29 CFR 1604.11(a) Sexual Harassment.	<b>W</b>
Skill in carrying out supervisory and leadership responsibilities relevant to the workplace acts.	<b>J</b>

## V. Leadership

### Description

This competency requires a comprehension of the basics of leadership.

### Outline

A. Demonstrate appropriate leadership skills to meet agency goals and safe operating procedures.

<u>Competencies</u>	Fire Prevention & Education Specialist
Knowledge of acceptable leadership characteristics.	J
Knowledge of delegation as a leadership and team building tool.	J
Knowledge of management styles most appropriate to deal with internal and external controls.	J
Knowledge of the steps of effective conflict resolution.	J
Ability to function as an effective team member.	J
Ability to recognize changing conditions, develop alternative strategies, and take appropriate action.	W
Ability to be decisive in leadership roles.	J
Ability to define one's leadership style.	W
Ability to adjust one's leadership style to meet the agency mission.	J
Ability to describe how the development levels of followers affect one's leadership style.	W
Ability to understand and apply the basic styles of conflict resolution such as avoiding, accommodating, compromising, competing, and collaborating.	E

## VI. Problem Solving Skills

### Description

This competency deals with the ability to analyze, build consensus, make decisions, and practice innovation in various aspects of the job.

### Outline

A. Analyze a situation, determine alternative solutions, and recommend a course of action.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of assessment skills.	<b>J</b>
Knowledge of how a situation deviates from the norm or a standard.	<b>J</b>
Knowledge of factors contributing to a problem.	<b>J</b>
Skill in collecting, grouping contributing factors.	<b>J</b>
Skill in distinguishing between relevant and irrelevant information and making logical judgments.	<b>J</b>
Ability to use sound reasoning to arrive at a conclusion.	<b>J</b>
Ability to narrow the problem area.	<b>J</b>

## B. Make sound and well-informed decisions.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of organizational goals and objectives.	<b>J</b>
Knowledge of organizational policies and guidelines.	<b>J</b>
Skill in identifying the impact and implications of decisions.	<b>J</b>
Ability to quantify costs of decisions.	<b>J</b>
Ability to describe the rationale for a decision.	<b>J</b>

## C. Identify and mitigate stressful influences.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of stress indicators.	<b>W</b>
Skill in recognizing the impacts of stress on the functions of supervision and leadership.	<b>W</b>
Skill in mitigating stressful situations.	<b>J</b>
Ability to minimize negative personal impacts.	<b>J</b>

## D. Utilize facilitation skills to resolve problems and promote consensus.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of group processes.	<b>W</b>
Knowledge of the five basic styles of conflict resolution.	<b>W</b>
Skill in building group consensus to meet objectives through give and take.	<b>J</b>
Ability to foster commitment.	<b>J</b>
Ability to negotiate to find mutually acceptable solutions.	<b>J</b>
Ability to encourage and receive cooperation.	<b>J</b>
Ability to gain cooperation from others to obtain information and accomplish goals.	<b>J</b>

**VII. Communication Skills****Description**

This competency relates to the ability to communicate effectively with the public and employees in writing and speech; to work as an effective team member; to use interpersonal skills to become an effective employee; and to exhibit basic computer capabilities.

**Outline**

## A. Communicate effectively.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of effective listening, speaking, and writing skills.	<b>J</b>



<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of the characteristics of effective written communications.	<b>J</b>
Knowledge of communication methods used by the supervisor.	<b>J</b>
Knowledge of how a team communicates to accomplish a common goal.	<b>J</b>
Knowledge of basic computer keyboard requirements.	<b>J</b>
Knowledge of computer data entry and retrieval.	<b>J</b>
Skill in writing basic letters and reports and filling out basic forms for routine agency operations.	<b>J</b>
Ability to identify the types of non-verbal communication methods.	<b>W</b>
Ability to express facts and ideas in writing in a succinct and organized manner.	<b>J</b>
Ability to define the speaker, listener, and observer tasks in communications.	<b>J</b>
Ability to facilitate an open exchange of information.	<b>J</b>
Ability to identify the conditions necessary for accurate and effective communications.	<b>J</b>
Ability to consider and respond appropriately to the needs, feelings, and capabilities of others, and adjust communication approaches to suit different people and situations.	<b>J</b>
Ability to perform computer technological skills such as word processing, electronic mail, and Internet processes.	<b>J</b>
Ability to explain agency programs and procedures in understandable terms to individuals and groups.	<b>E</b>

## VIII. Personal Development and Planning

### Description

This competency considers an individual being able to work with subordinates or a supervisor. It considers an agency's plan for charting a course of action for developing an individual.

### Outline

A. Meet agency physical and mental fitness requirements.

<u>Competencies</u>	Fire Prevention & Education Specialist
Knowledge of National Wildfire Coordinating Group and agency requirements.	W
Ability to utilize a physical training program to enhance physical and mental fitness.	W
Ability to perform duties under stressful and adverse operating conditions, such as long work hours, heavy workloads, emergency situations, adverse working and environmental conditions.	W
Ability to recognize fitness potential in subordinates and provide opportunities to achieve this potential.	W

B. Set individual career goals and implement self-directed course of action.

<u>Competencies</u>	Fire Prevention & Education Specialist
Knowledge of career development strategies.	J
Knowledge of self-direction capabilities.	J
Knowledge of agency and interagency opportunities and requirements for potential advancement.	J
Skill in demonstrating a belief in one's own abilities and ideas.	J

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Ability to set personal goals for career development and implement actions to obtain them.	<b>J</b>
Ability to use a performance appraisal to assess one's performance strengths and weaknesses to lead toward improvement.	<b>J</b>
Ability to develop self-motivation.	<b>J</b>
Ability to seek feedback from others and opportunities for self-learning and development.	<b>J</b>
Ability to perform a personal role assessment, which would lead to monitoring behavior patterns associated with the functions performed.	<b>J</b>

## **IX. Agency Operations**

### **Description**

This competency requires a comprehension of the basic operations of an agency, especially at the local level; and how these operations interact to fulfill the missions, planning and budgetary processes and agency purpose.

### **Outline**

- A. Apply basic principles of appropriation law.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of appropriation law relevant to supervisory and leadership roles.	<b>W</b>
Knowledge of the aspects of appropriation law pertinent to the expenditure of funds and relative to the agency mission.	<b>W</b>
Knowledge of agency fiscal regulations.	<b>J</b>
Ability to describe the budget authority relevant to supervisory and leadership roles.	<b>W</b>
Ability to describe the purpose of an obligation.	<b>W</b>

## B. Implement and evaluate financial activities.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of agency financial regulations, policy and guidelines.	<b>J</b>
Knowledge of interagency fire business management practices and procedures.	<b>J</b>
Knowledge of required fiscal documentation.	<b>J</b>
Ability to apply appropriate fiscal procedures.	<b>J</b>

## C. Apply appropriate technology.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of existing fire information databases and software applications.	<b>J</b>
Knowledge of current technology and the impact of technological changes on the organization.	<b>J</b>
Ability to apply technologies on the job.	<b>J</b>
Ability to identify various sources available that enable supervisors to keep current on technological advances.	<b>J</b>
Ability to describe one's role in information and technological exchange.	<b>J</b>

## D. Develop and maintain agency and interagency operations.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of the various aspects of local unit interactions and how they work together to accomplish the agency and local unit missions.	<b>J</b>
Knowledge of the external agency operations.	<b>J</b>
Knowledge of the customer consultation process.	<b>J</b>
Knowledge of agency Cooperative Agreements, Memorandums of Understanding.	<b>J</b>
Knowledge of the organization and the function of cooperative interagency fire organizations such as NWCG, NICC, GACC, state, tribal, and local organizations.	<b>W</b>
Ability to provide input into Cooperative Agreements, MOUs, and MOAs.	<b>W</b>
Ability to participate at the appropriate level in interagency workshops and seminars.	<b>J</b>

## E. Initiate and participate in agency and interagency interdisciplinary planning processes.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of what constitutes a correctly written objective.	<b>J</b>
Knowledge of how goals and strategies provide structured guidance in accomplishing an agency's mission.	<b>J</b>
Knowledge of agency's priorities.	<b>J</b>
Knowledge of how an agency's planning system causes a timely reconsideration of priorities.	<b>J</b>
Skill in providing input into objective writing.	<b>J</b>
Skill in restructuring priorities to meet goals or objectives.	<b>J</b>
Ability to review portions of plans and provide input.	<b>J</b>

## F. Utilize agency qualifications and certification procedures.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of agency and interagency qualification and certification standards and procedures adopted by the National Wildfire Coordinating Group (NWCG).	<b>W</b>
Knowledge of position task book requirements.	<b>W</b>
Ability to maintain position qualification.	<b>J</b>

## X. Program/Project Progress Monitoring and Evaluation

Description

These competencies are related in terms of adjusting program operations in a timely manner. Progress is directed to carrying out quantifiable objectives. Monitoring that part of the operation identifies whether the objectives are valid, understood, and whether the employee is capable of performing the tasks.

Outline

## A. Implement measurement systems that accurately track results.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of agency performance requirements.	<b>J</b>
Knowledge of basic wildland fire program requirements.	<b>J</b>
Knowledge of fire operations/prescribed fire tools and equipment.	<b>W</b>
Knowledge of reporting requirements and procedures.	<b>J</b>
Ability to implement the common monitoring techniques of feedback and personal observation used in evaluating a project's progress.	<b>J</b>

## B. Evaluate results against program objectives.

<b><u>Competencies</u></b>	<b>Fire Prevention &amp; Education Specialist</b>
Knowledge of evaluative processes and procedures.	<b>J</b>
Ability to analyze organizational performance relative to given objectives.	<b>J</b>
Ability to recognize how objectives establishing the direction efforts are to be focused and the criteria for measuring success.	<b>J</b>





# COMPETENCY DESCRIPTORS FOR FIRE PREVENTION & MITIGATION SPECIALISTS

---

## Prevention/Education Specialist Position Descriptor

The Fire Prevention and Education Specialist is one who applies wildland fire prevention and educational processes, practices, and techniques in a manner which effectively reduces fire occurrence, severity, suppression costs and resource losses from undesirable wildland fires.

## EXPERTISE LEVELS DEFINITIONS

### WORKING – W

**Definition:** The minimum level of experience and/or training that it takes to produce work of acceptable quality.

### JOURNEY – J

**Definition:** Has sufficient experience to be considered a seasoned employee. Is skilled in performing the more difficult tasks related to the function. Has received advanced training in the function.

### EXPERT – E

**Definition:** Reflects the quality of experience and/or training needed to perform the most challenging aspects of the position.

"Program Complexity Levels" refers to those determined from the complexity analysis process. Some positions do not vary in the expertise levels of competencies, regardless of the complexity of the program to which they are assigned. Others have only a minimum level of competency expertise defined, recognizing that there is too wide a variety of programs within and between agencies to define all situations. The remainder have either two or three levels of competency expertise, based on their unit's program complexity.

## Example of Expertise and Complexity Levels

<u>Competencies</u>	Low	Moderate	High
Knowledge of processes and sources of training.	W	J	J

In this example, a “W” Working level of expertise is required in a Low complexity fire program; a “J” Journey level of expertise is required in both Moderate and High complexity fire programs.

## I. Program Management

### Description

This element identifies the knowledge, skills and abilities required to develop and manage a wildland fire prevention and education program.

### Outline

- A. Develop, implement and evaluate fire prevention and education program goals and objectives in support of mission accomplishment.

<b><u>Competencies</u></b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
Knowledge of natural resource management concepts, principles, and practices applicable to the full range of duties associated with fire management.	<b>W</b>	<b>W</b>	<b>W</b>
Knowledge of national fire prevention cooperative programs such as the Cooperative Forest Fire Prevention program (CFFP).	<b>W</b>	<b>W</b>	<b>J</b>
Skill in interacting as a fully functional member of internal/external teams and to solicit input and participation from interdisciplinary team members as needed.	<b>W</b>	<b>W</b>	<b>J</b>
Skill in developing Cooperative Agreements, Memoranda of Understanding and Annual Operating Plans.	<b>W</b>	<b>J</b>	<b>J</b>

- B. Develop, implement and evaluate fire budgets.

<b><u>Competencies</u></b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
Knowledge of agency financial management system, contracting, procurement, payroll, financial regulations, policies and guidelines.	<b>W</b>	<b>W</b>	<b>W</b>
Skill in developing, implementing and monitoring fire prevention budget.	<b>W</b>	<b>J</b>	<b>J</b>

## C. Carry out prevention monitoring and evaluation.

<b><u>Competencies</u></b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
Knowledge of prevention program monitoring and evaluation process and procedures.	<b>W</b>	<b>J</b>	<b>J</b>
Skill in monitoring and evaluating prevention program elements and determine their effectiveness in meeting management goals and objectives.	<b>W</b>	<b>J</b>	<b>J</b>
Skill in applying corrective actions to increase efficiencies and effectiveness.	<b>W</b>	<b>J</b>	<b>J</b>

## D. Identify research needs and apply new technologies.

<b><u>Competencies</u></b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
Knowledge of existing fire research information databases (statistical fire reporting, Fire Effects Information System, Internet, Fire Base, WestForNet, etc.).	<b>W</b>	<b>W</b>	<b>W</b>
Knowledge of fire suppression/prescribed fire computer programs, including Geographic Information Systems and Global Positioning Systems, etc.	<b>W</b>	<b>W</b>	<b>W</b>
Skill in identifying and defining fire prevention issues.	<b>W</b>	<b>J</b>	<b>J</b>
Skill in applying technology in fire prevention activities.	<b>J</b>	<b>J</b>	<b>J</b>

## II. Fire Prevention

### Description

This element requires an understanding of wildland fire occurrence and causes, risk/hazard/value assessments, strategic fire prevention plan development and implementation.

### Outline

A. Perform fire cause determination and analysis activities.

<b><u>Competencies</u></b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
Knowledge of statistical fire reporting analysis processes and procedures	<b>W</b>	<b>J</b>	<b>J</b>
Knowledge of law enforcement practices and procedures appropriate to the unit.	<b>W</b>	<b>W</b>	<b>J</b>
Knowledge of agency trespass policies and procedures.	<b>J</b>	<b>J</b>	<b>J</b>
Skill in applying fire cause determination techniques, practices and procedures.	<b>J</b>	<b>J</b>	<b>J</b>
Skill in analyzing causal trends from historical occurrence records.	<b>W</b>	<b>W</b>	<b>W</b>
Skill in working with law enforcement officials to initiate and complete resolution of fire trespass cases.	<b>J</b>	<b>J</b>	<b>J</b>

## B. Conduct fire prevention risk, hazard and value analyses.

<b><u>Competencies</u></b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
Skill in identifying, adapting and applying technology in fire prevention activities.	<b>J</b>	<b>J</b>	<b>J</b>
Skill in conducting a fire prevention analysis of historical fire causes, human and natural risks of ignition, hazardous fuels and natural and developed values.	<b>J</b>	<b>J</b>	<b>E</b>

## C. Perform fire prevention activities, through all phases of implementation, monitoring and evaluation.

<b><u>Competencies</u></b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
Knowledge of marketing techniques and procedures to ensure effective dissemination of fire prevention messages to the appropriate audiences.	<b>W</b>	<b>W</b>	<b>J</b>
Skill in identifying, developing and implementing strategic fire prevention mitigation actions that reduce wildland fire risks and hazards, through methods of education, engineering, enforcement and administration.	<b>J</b>	<b>J</b>	<b>E</b>
Skill in developing creative methods which deliver effective fire prevention awareness and educational messages.	<b>J</b>	<b>J</b>	<b>J</b>
Skill in monitoring and evaluating the success of the wildfire prevention program and to make identified changes in implementation of the plan.	<b>J</b>	<b>J</b>	<b>J</b>

### III. Fire Use and Fuels

#### Description

This element identifies the knowledge, skills and abilities necessary to recognize the hazards resulting from wildland fuels, and to recommend efficient fire prevention measures using prescribed fire and wildland fuel treatment.

#### Outline

A. Implement prevention activities direction via fuel modification.

<u>Competencies</u>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
Knowledge of the methods and techniques of prescribed fire and fuels management.	<b>W</b>	<b>W</b>	<b>W</b>
Knowledge of the ecological response to the presence or absence of fire.	<b>W</b>	<b>J</b>	<b>J</b>
Knowledge of wildland fire protection and fire use techniques, methods and procedures.	<b>J</b>	<b>J</b>	<b>J</b>
Knowledge of prescribed fire tools and equipment.	<b>J</b>	<b>J</b>	<b>J</b>
Ability to predict and interpret ecological, social and political responses to fire or its absence, and apply sound fire management principles and practices.	<b>W</b>	<b>J</b>	<b>J</b>

#### IV. Program Planning

##### Description

This element identifies the knowledge, skills and abilities required for overall land and fire management planning processes and leading or participating as an interdisciplinary team member in the development of:

- Unit-level land management plans
- Unit-level fire management plans
- Annual Operating Plans - these plans could include prevention, public and media contacts, preparedness, emergency equipment rental agreements, mobilization, Memoranda of Understanding and Cooperative Agreements, etc.
- Project plans - these plans could include prescribed fire and appropriate management response fire plans, other fuels modification plans, project level aviation plans, etc.

##### Outline

A. Initiate and participate in agency and interagency interdisciplinary planning processes.

<u>Competencies</u>	Low	Moderate	High
Ability to participate at the appropriate level in the interdisciplinary planning processes.	W	W	J

B. Develop plans compliant with environmental laws, regulations and policies.

<u>Competencies</u>	Low	Moderate	High
Knowledge of environmental laws, regulations, and policies including the National Environmental Policy Act.	W	W	W

## C. Develop plans compliant with agency enabling laws, regulations and policies.

<b><u>Competencies</u></b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
Knowledge of agency policies sufficient to participate in the development of land use plans and operational plans.	<b>W</b>	<b>J</b>	<b>J</b>

## D. Prepare and review plans and/or plan components to integrate into overall unit and interagency plans, including, but not limited to:

1. Fire management plans
2. Annual Operating Plans
3. Preparedness fire plans
4. Prescribed fire plans
5. Aviation plans
6. Training plans
7. Safety plans
8. Prevention plans
9. Pre-attack plans
10. Individual project plans
11. Burned Area Emergency Rehabilitation (BAER) Plans
12. Mobilization plans

<b><u>Competencies</u></b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
Knowledge of components of required plans under area of responsibility.	<b>J</b>	<b>J</b>	<b>J</b>



## E. Conduct fire prevention planning using strategic fire prevention actions.

<b><u>Competencies</u></b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
Knowledge of software and computer programs applicable to fire prevention programs.	<b>J</b>	<b>J</b>	<b>J</b>
Skill in communicating and working together with other agency personnel, the media, special interest groups, civic leaders, planning and development entities; etc., to accomplish fire prevention program objectives.	<b>J</b>	<b>J</b>	<b>E</b>
Skill in applying hazard and risk assessment processes.	<b>J</b>	<b>J</b>	<b>J</b>

## F. Conduct smoke management planning and analysis.

<b><u>Competencies</u></b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
Knowledge of particulate samplers.	<b>W</b>	<b>W</b>	<b>W</b>
Knowledge of various smoke management regulations including federal, state, tribal, local, and agency specific.	<b>W</b>	<b>W</b>	<b>W</b>
Ability to relate weather and fire behavior to expected smoke conditions.	<b>W</b>	<b>W</b>	<b>W</b>

## V. Operations

### Description

This element identifies the knowledge, skills and abilities necessary to recognize fire hazards, and to implement appropriate prevention measures.

### Outline

- A. Interpret prevention activities into fire management programs.
  - 1. Detection
  - 2. Preparedness
  - 3. Fire danger/behavior prediction

<b><u>Competencies</u></b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
Knowledge of fire weather, fire danger and fire behavior prediction systems.	<b>W</b>	<b>W</b>	<b>W</b>
Skill in integrating effective fire prevention methods into the preparedness and suppression components of fire management programs.	<b>J</b>	<b>J</b>	<b>J</b>

- B. Support appropriate management response operations via fire cause determination investigations.
  - 1. Reporting
  - 2. Cause determination/investigation

<b><u>Competencies</u></b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
Skill in conducting fire cause determination investigations.	<b>J</b>	<b>J</b>	<b>E</b>

## C. Integrate prevention mitigation actions into preparedness and suppression phases.

<b><u>Competencies</u></b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
Knowledge of fire suppression fire equipment and tools.	<b>W</b>	<b>W</b>	<b>W</b>
Knowledge of Incident Command System component of the National Interagency Incident Management System.	<b>J</b>	<b>J</b>	<b>J</b>
Knowledge of cooperating agencies' mission, organization and operating procedures.	<b>W</b>	<b>J</b>	<b>J</b>
Ability to perform duties under stressful and adverse operating conditions, such as long hours, heavy workloads, emergency situations, adverse working, environmental, and political conditions.	<b>W</b>	<b>J</b>	<b>J</b>
Ability to effectively interact with the public and media.	<b>W</b>	<b>J</b>	<b>J</b>

## VI. Safety and Welfare

### Description

This competency identifies the knowledge, skills and abilities required to manage the environmental and workplace hazards of the wildland fire environment, and to provide leadership and direction to subordinates in the recognition and mitigation of these hazards using all applicable laws, policies and guidelines. Personal accountability and zero tolerance for unsafe acts are paramount.

### Outline

- A. Conduct wildland and prescribed fire operations in accordance with safety-related laws, policies and guidelines, including:
1. Occupational Safety and Health Act
  2. Applicable state safety regulations
  3. Department and agency policies and guidelines
  4. NWCG guidelines

<b><u>Competencies</u></b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
Knowledge of the laws, policies and guidelines pertaining to safety such as the Code of Federal Regulations, national and agency policies and guidelines, Standard Firefighting Orders, Watch Out Situations, and other related fire safety guidelines, including Occupational Safety and Health Act and NWCG guidelines.	<b>J</b>	<b>J</b>	<b>J</b>

- B. Conduct safety related education programs focusing on:
1. Training
  2. Certification

<b><u>Competencies</u></b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
Skill in the effective use of education and certification processes to achieve safety management objectives and ensure compliance.	<b>W</b>	<b>J</b>	<b>J</b>

- C. Prepare or oversee preparation of hazard, risk, and trend analyses for:
1. Wildland fire environment hazards including, but not limited to:
    - a. Fuels
    - b. Weather
    - c. Topography
  2. Associated hazards including, but not limited to:
    - a. Aviation
    - b. Mechanized equipment
    - c. Hazardous materials

<b><u>Competencies</u></b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
Skill in conducting hazard, risk, and trend analyses.	<b>J</b>	<b>J</b>	<b>E</b>

- D. Follow up identified hazards and risks with appropriate mitigation actions.

<b><u>Competencies</u></b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
Skill in recognizing and mitigating a variety of hazards encountered within the wildland fire environment and other work environments; e.g., aviation, mechanized equipment, and hazardous materials.	<b>J</b>	<b>J</b>	<b>J</b>



## **KEY PERFORMANCE ELEMENTS**

---

The standard Key Performance Elements are to be used to evaluate employee performance, in conjunction with the Competency Descriptors. A “Performance Element” is defined as a mission-based outcome or end product that is essential to overall success of the position. The following Key Performance Elements are derived from the major elements of each position’s Competency Descriptor.

The first section of these Key Performance Elements is a set of “common” Key Performance Elements, applicable to all positions. These may be used for evaluative purposes, or more likely, for initiation of employee development plans early in one’s career. Following the common elements are additional Key Performance Elements specific to this individual position.





## **KEY PERFORMANCE ELEMENTS**

---

### **THE FOLLOWING ELEMENTS ARE COMMON TO ALL FIRE PROGRAM MANAGEMENT POSITIONS:**

#### **I. Mission Comprehension**

- Describe the agency's historical background and mission evolution.
- Identify relevant agency mandates.
- Define the purpose of limits within the agency.

#### **II. Agency Orientation**

- Describe the structure and organization of the Department of Agriculture or Interior.
- Describe the structure and the organization of the agency.

#### **III. Resource Stewardship**

- Describe federal stewardship of natural resources.
- Identify resources protected by the agency and describe the responsibilities in managing these resources.
- Define the sustainable practices philosophy.
- Define the employee's role in resource stewardship.
- Recognize the positive purposes of interagency partnerships.

#### **IV. Fundamental Values**

- Supervise and develop employees.
- Implement safe workplace practices.
- Identify workplace accessibility issues.
- Describe the guiding principles of time management.
- Describe the agency's management culture.
- Carry out cultural diversity, equal opportunity and civil rights procedures.

#### **V. Leadership**

- Demonstrate appropriate leadership skills to meet agency goals and safe operating procedures.

#### **VI. Problem Solving Skills**

- Analyze a situation, determine alternative solutions, and recommend a course of action.
- Make sound and well-informed decisions.
- Identify and mitigate stressful influences.
- Utilize facilitation skills to resolve problems and promote consensus.

#### **VII. Communication Skills**

- Communicate effectively.

**VIII. Personal Development and Planning**

- Meet Agency physical and mental fitness requirements.
- Set individual and career goals and implement self-directed course of action.

**IX. Agency Operations**

- Apply basic principles of appropriation law.
- Implement and evaluate financial activities.
- Apply appropriate technology.
- Develop and maintain agency and interagency operations.
- Initiate and participate in agency and interagency interdisciplinary planning processes.
- Utilize agency qualifications and certification procedures.

**X. Program/Project Progress Monitoring and Evaluation**

- Implement measurement systems that accurately track results.
- Evaluate results against program objectives.

**THE FOLLOWING ELEMENTS ARE SPECIFIC TO THE PREVENTION & MITIGATION SPECIALIST POSITIONS:****I. Program Management**

- Develop, implement and evaluate fire prevention and education program goals and objectives in support of mission accomplishment.
- Develop, implement and evaluate fire management budgets.
- Carry out prevention monitoring and evaluation.
- Identify research needs and apply new technologies.

**II. Fire Prevention**

- Perform fire cause determination and analysis activities.
- Conduct fire prevention risk, hazard and value analyses.
- Perform fire prevention activities through all phases of implementation, monitoring and evaluation.

**III. Fire Use and Fuels**

- Implement prevention activities direction via fuels modification.

**IV. Program Planning**

- Initiate and participate in agency and interagency interdisciplinary planning processes.
- Develop plans compliant with environmental laws, regulations and policies.
- Develop plans compliant with agency enabling laws, regulations and policies.
- Prepare and review plans and/or plan components to integrate into overall unit and interagency plans, including, but not limited to:
  1. Fire management plans
  2. Annual operating plans
  3. Preparedness fire plans
  4. Prescribed fire plans
  5. Aviation plans
  6. Training plans
  7. Safety plans
  8. Prevention plans
  9. Pre-attack plans
  10. Individual project plans
  11. Burned Area Emergency Rehabilitation (BAER) Plans
  12. Mobilization plans
- Conduct fire prevention planning using strategic fire prevention actions.
- Conduct smoke management planning and analysis.

**V. Operations**

- Interpret prevention activities into fire management programs.
  1. Detection
  2. Preparedness
  3. Fire danger/ behavior prediction
- Support appropriate management response operations via fire cause determination investigations.
  1. Reporting
  2. Cause determination/investigation
- Integrate prevention mitigation actions into preparedness and suppression phases.

**VI. Safety and Welfare**

- Conduct wildland and prescribed fire operations in accordance with safety-related laws, policies, and guidelines, including:
  1. Occupational Safety and Health Act
  2. Applicable state safety regulations
  3. Department and agency policies and guidelines
  4. NWCG guidelines
- Conduct safety related education programs focusing on:
  1. Training
  2. Certification
- Prepare or oversee preparation of hazard, risk, and trend analyses for:
  1. Wildland fire environment hazards including, but not limited to:
    - a. Fuels
    - b. Weather
    - c. Topography
  2. Associated hazards including, but not limited to:
    - a. Aviation
    - b. Mechanized equipment
    - c. Hazardous materials
- Follow-up identified hazards and risks with appropriate mitigation actions.